R E P O R T  R E S U M E S

ED 016 751 UD 005 462

AMERICANS ALL. FIRST DRAFT.

BY- DUBSKY, DEANNA J.
OMAHA PUBLIC SCHOOLS, NEBR.

PUB DATE JAN 68

EDRS PRICE MF-$0.25 HC-$1.08 25P.

DESCRIPTORS- *READING MATERIALS, *PRIMARY GRADES, *RACIAL DIFFERENCES, *INTERGROUP EDUCATION, *RESOURCE MATERIALS, BIBLIOGRAPHIES, NEGROES, CAUCASIAN RACE, ETHNIC GROUPS, RACIAL ATTITUDES, RACIAL CHARACTERISTICS,

INTENDED FOR STUDENTS IN SECOND GRADE OR HIGHER, THIS BOOKLET IS A RESOURCE FOR TEACHING THE CONCEPTS OF CULTURE AND RACE. IT DISCUSSES CERTAIN RACIAL CHARACTERISTICS OF CAUCASIANS, MONGOLIANS, AND NEGROES, AND OFFERS SCIENTIFIC EXPLANATIONS OF PIGMENTATION AND OTHER RACIAL CHARACTERISTICS WHICH CAN BE UNDERSTOOD BY CHILDREN. A LIST OF STUDY PRINTS, INTEGRATED TEXTBOOKS, RECORDS, AND FILMSTRIPS IS INCLUDED. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Omaha Public Schools
Omaha, Nebraska

ED0167751

TITLE I, MEDIA CENTER

January 1968

# Americans All

AD 005 462

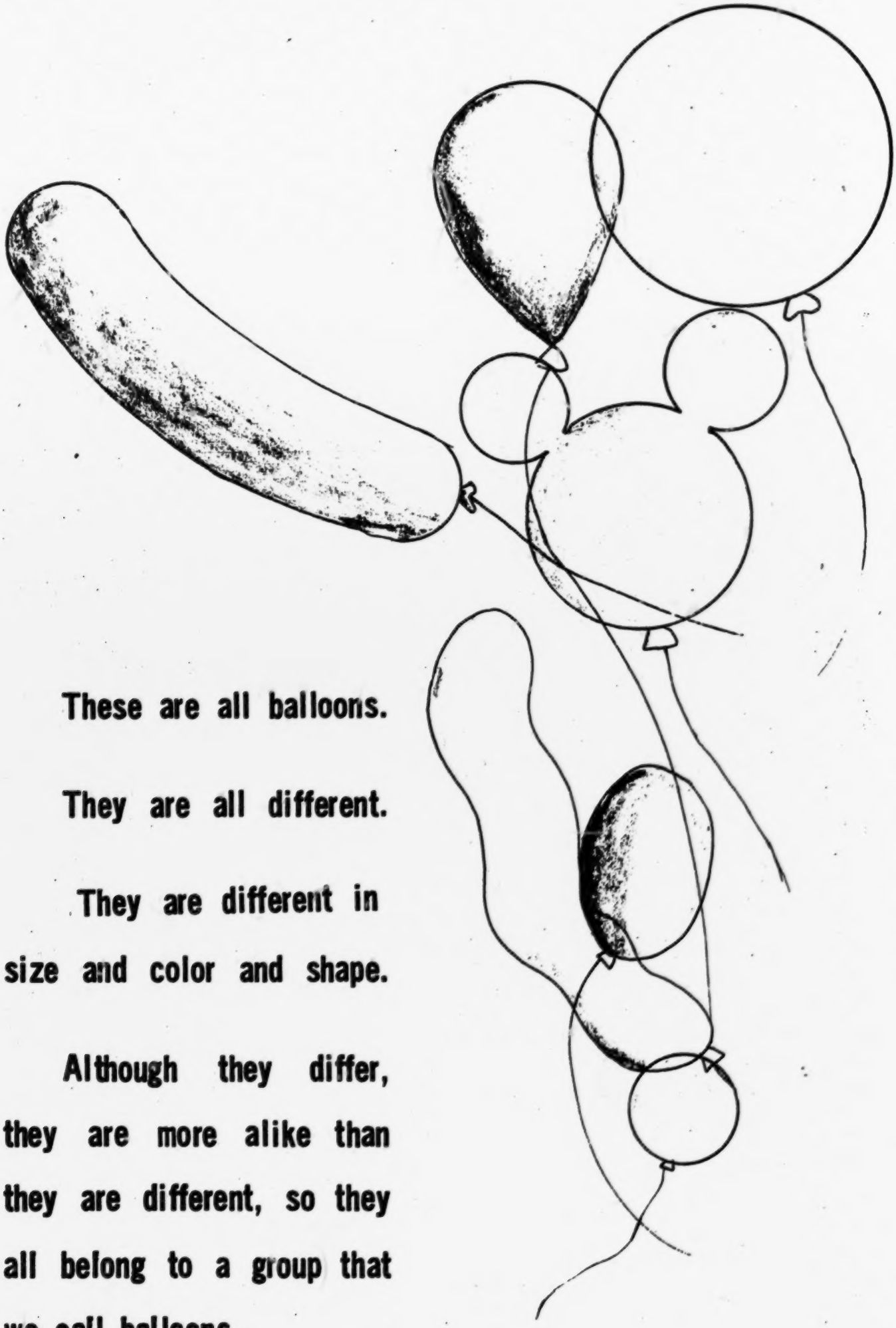
Don Warner
Assistant Superintendent
Pupil Personnel Services

This book was written to complete the requirements for the course, "Literature for Children and Youth" at the University of Omaha. From personal experience I have found that third grade children are both confused and dismayed by references to race. As I have been unable to find appropriate material to clarify these concepts I used this opportunity to prepare suitable material.

I have tried to design this material so that it might be used by both teacher and pupil as a book or as a teaching unit. The material and its presentation should be suitable for use in second grade and up. The concepts are clearly stated in order to inform and satisfy the younger student while these same definitions and examples could be used to stimulate the more advanced students.

The bibliographies were designed to aid both teacher and pupil in their search for supplementary material. Taro Yashima and Yoshiko Uchida have written delightful books about children of the Mongoloid race. Ezra Jack Keats and Marguerite de Angeli have written about children of the Negroid race. In their books these authors have written about CHILDREN. Their race is incidental. Two other books of interest are <u>We Are All Americans</u> by Bettye D. Wilson and <u>Red Man, White Man, African Chief</u> by Marguerite Rush Lerner. Your class would probably also enjoy fairy tales from various countries. As you search for other material that suits your particular class you will find many references to add to the given bibliography. This was designed only to help initiate your search for references, it is not comprehensive. We would appreciate any additions that you find so that in time the bibliographies may be more comprehensive.

Deanna J. Dubsky

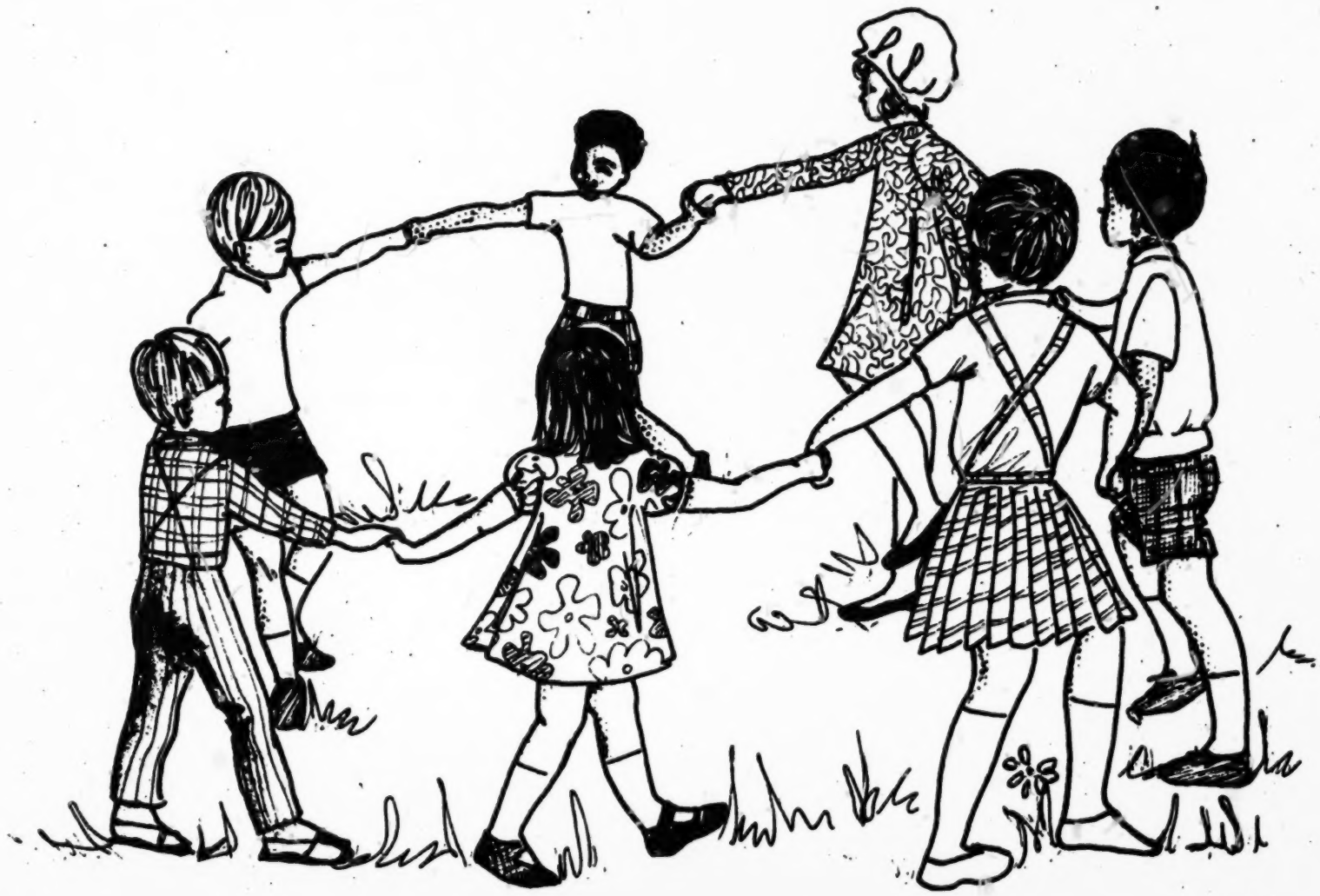


These are all balloons.

They are all different.

They are different in size and color and shape.

Although they differ, they are more alike than they are different, so they all belong to a group that we call balloons.



These children are all people.

They are all different.

They are different in size and color and shape.

Although they differ, they are more alike than they are different, so they all belong to a group that we call people.

We have seen people who differ from us. They sometimes wear different clothing or speak a different language or have different customs or look different.

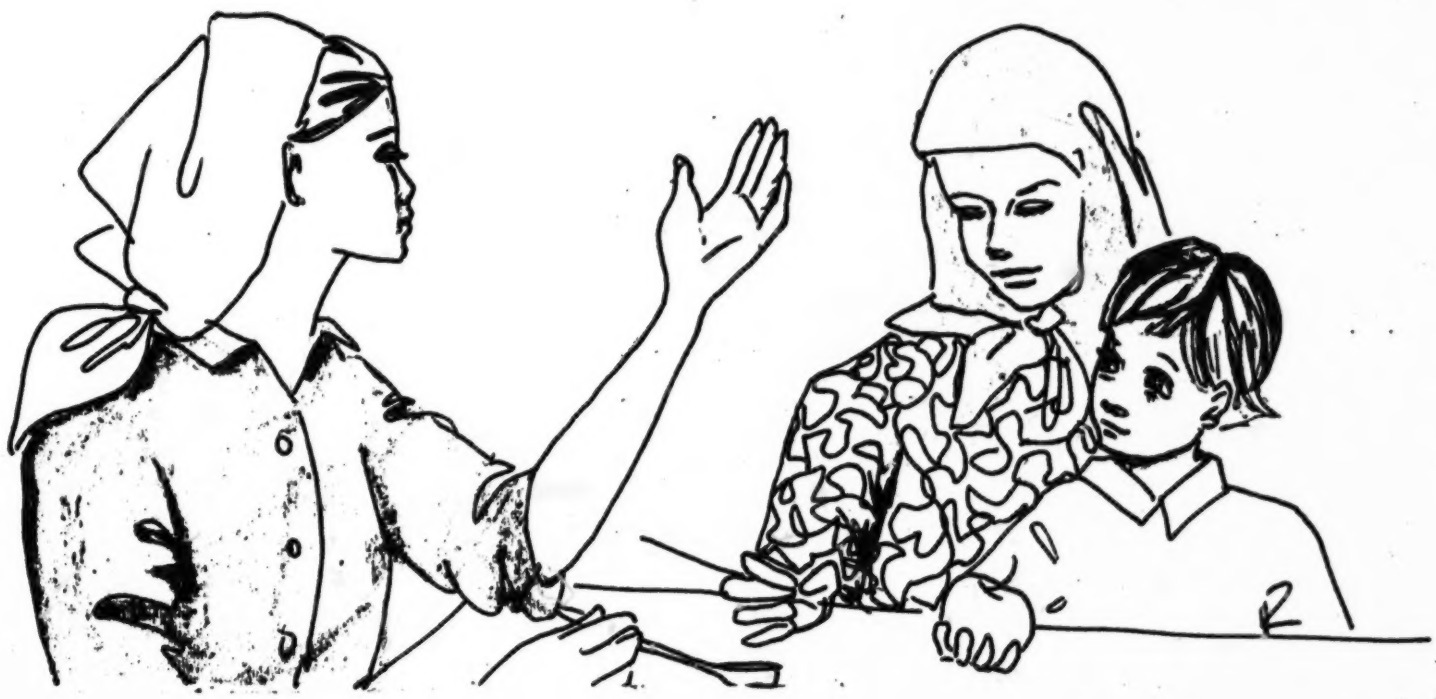
Some of these differences are caused by their culture and some are caused by their race.

Culture makes people differ from one another but what is culture?

What man learns is called culture. Then, culture is all the ways of living that we learn and that we share by teaching.

Man can learn to speak any language, to wear any kind of clothing, to enjoy different foods, or to believe any religion. All these things have been taught to him.

Unusual foods seem strange to us because we have not been taught to enjoy that particular food. You have heard of caviar in the movies and some of you may have tasted it. It is considered a delicacy and is a very expensive food. Do you know what it is? Caviar is really fish eggs. Would you want to eat fish eggs? You have not been taught to enjoy their taste.



How would you feel if suddenly you were in a room where everyone was speaking a foreign language? You would probably feel very uncomfortable because you would not be able to understand what anyone was saying.

Language is part of a person's culture. Anyone can learn to speak any language. If you were going to live in France, you could learn to speak French.

Chinese children do not use a knife, fork, and spoon to eat. They use chop sticks. We would be most uncomfortable if we used chop sticks because we have not been taught how to use them.

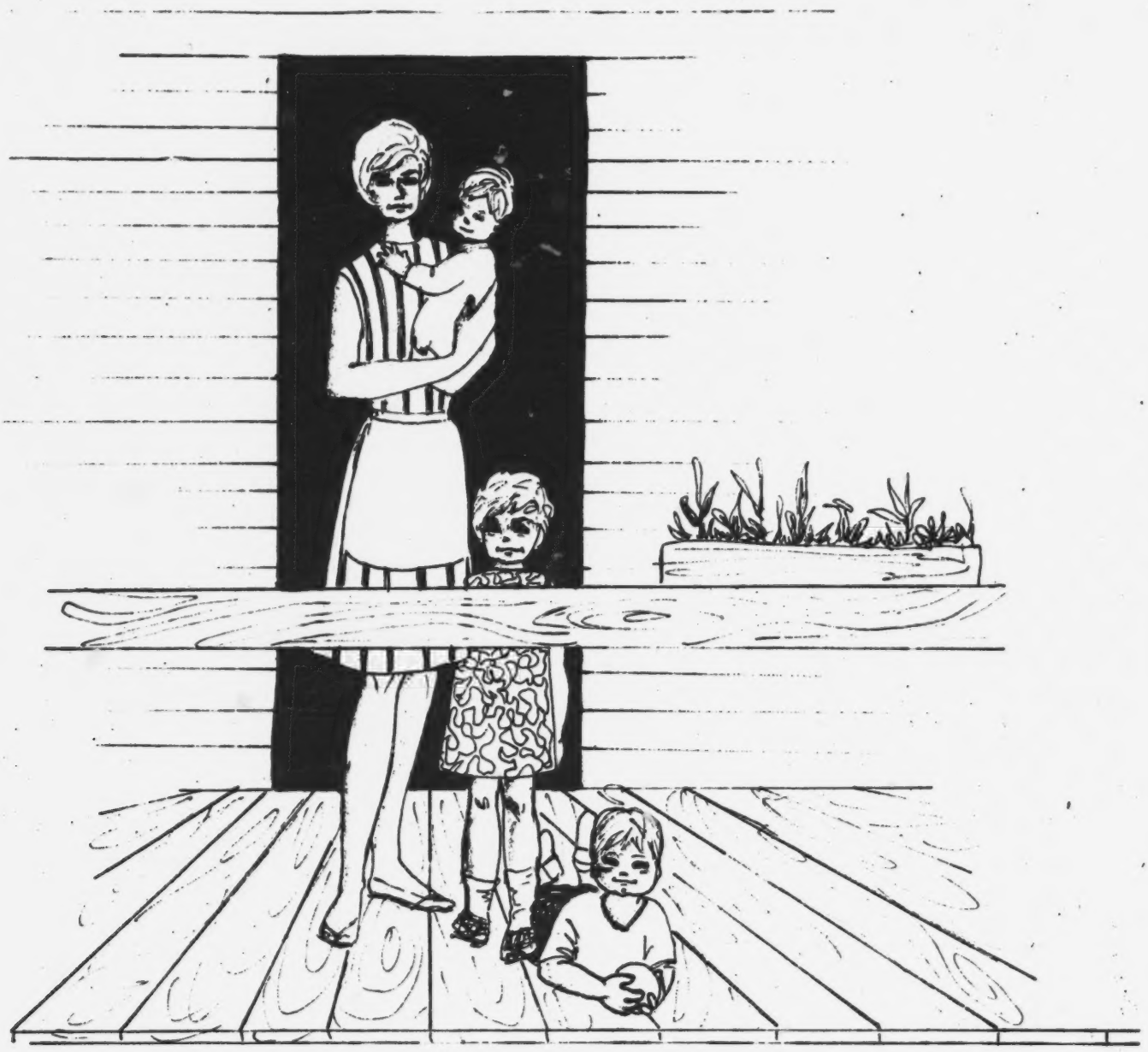
People may differ in the clothes they wear, the language they speak, or in the customs they have. All of these things are culture for they are the ways of living that we learn

Culture is good. Culture shows man's ability to learn. This ability to learn is what makes man different from the other animals.

Now that we have seen how culture causes differences in people, we shall consider race.

A RACE is a group of people who are physically alike and who pass on their physical characteristics to their children.

What is meant by physical characteristics? Color of skin. Color of hair. Color of eyes. Shape of the head. Shape of the nose. Shape of the body. Have you ever heard that you got your eyes from your father or your mouth from your grandmother or freckles from your mother?



Racial characteristics are only those that are inherited. We know that children usually look like their parents but how does this happen?

This is caused from patterns in the genes. Genes are tiny chemicals that plants and animals have in their seeds.

Genes make the child resemble the parent. That is why apple seeds will grow into a tree that looks like the parent tree. That is why a puppy looks like its parents.

If both parent dogs are German Shepards the puppy will look like a German Shepard. Children look like their parents, but not exactly.

If your mother is short and has dark skin and your father is tall and has light skin; you might be tall with a dark complexion. Did you notice that you got one characteristic from your mother and one from your father? You have inherited a new gene combination.

Now we can say that physical characteristics are passed from parents to children and determine the child's physical appearance.

Race refers to the physical characteristics that a group of people have in common. Race is inherited and not learned.

As soon as some people hear the word race they say, "Oh sure, that tells your skin color. Red, black, yellow or white."

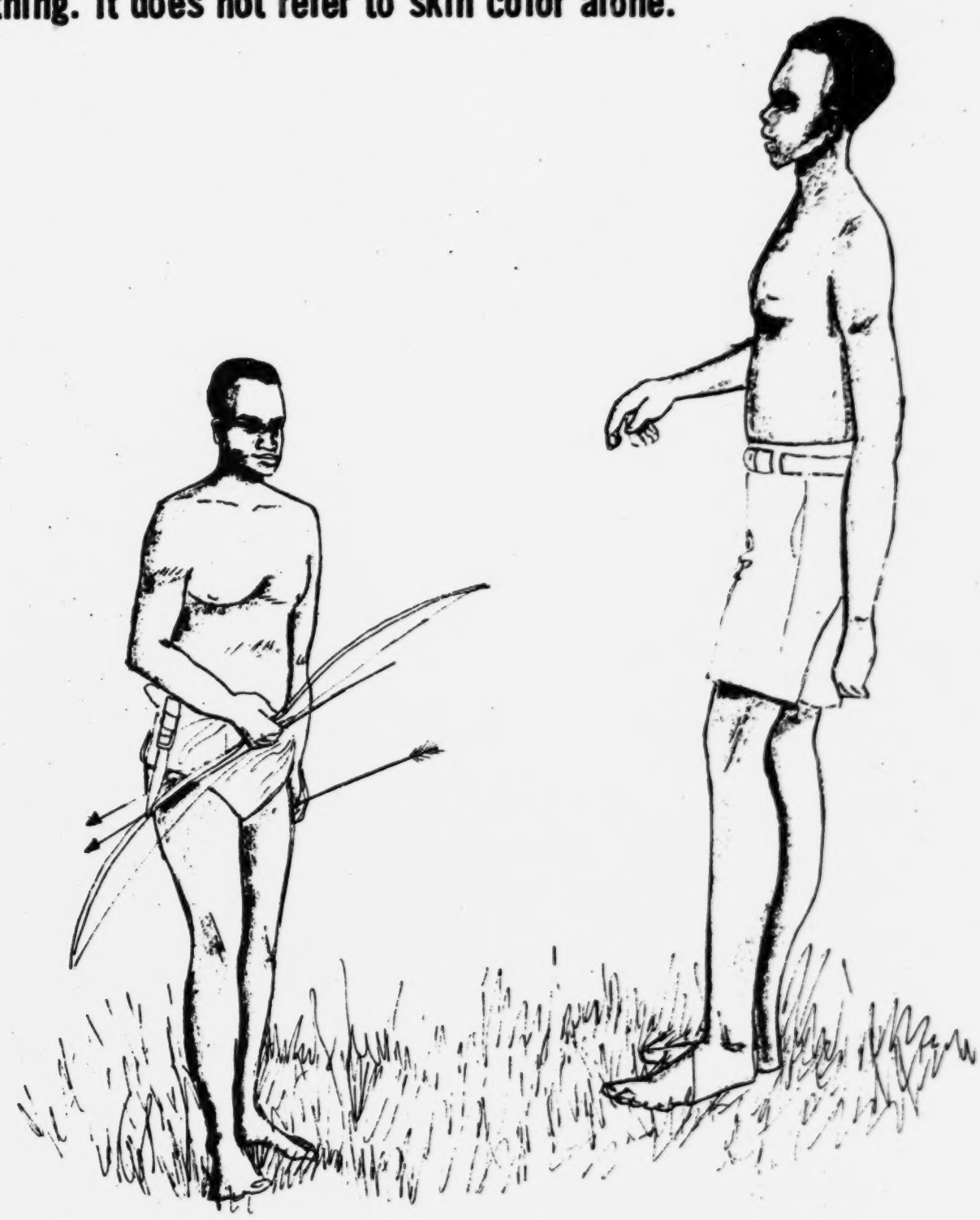
This is not true. For one thing nobody has skin the color of a red, black, yellow or white crayon.

If we met a Berber woman from Morocco or a Bengali man from India, we might look at their dark skin and say that they are Negroes. We would be very wrong. These people are closely related to the people of Europe. And if we look at their other physical characteristics we can see that they do not belong to the Negro race. Their heads are shaped differently, their hair is different, and their noses have a different shape. They have dark skin but race means more than skin color. The Berber woman and Bengali man have more physical characteristics that they share with the Caucasoids or "whites."

The Redman or American Indian does not really have red skin. Actually his skin is a brown color. Does he belong to the Negroid race or Caucasoid race?

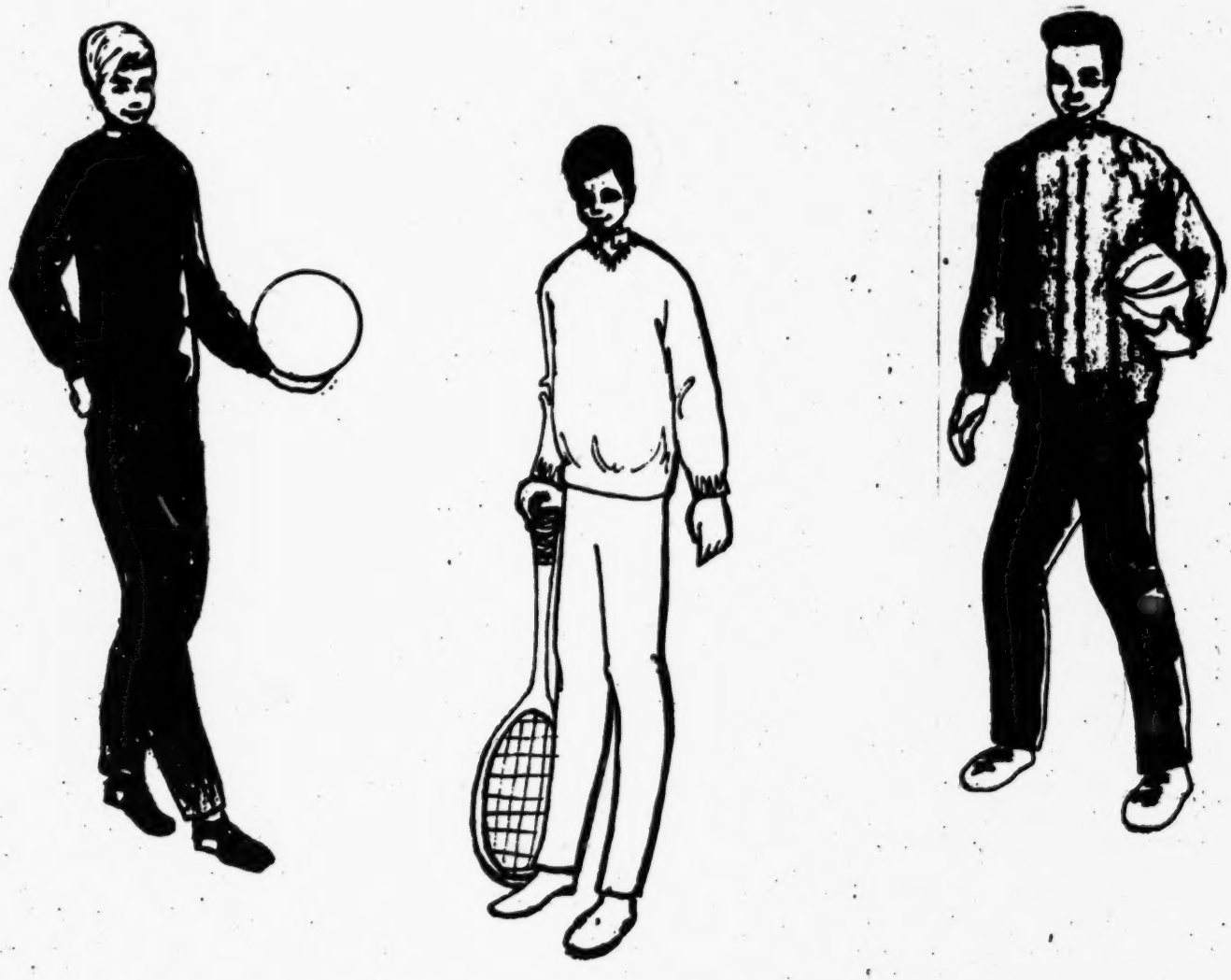
When scientists studied all the physical characteristics of the American Indian they decided that he belonged to the Mongoloid or yellow race. Isn't that strange? When we talk of people with a "yellow" skin or of the Mongoloid race we think of the Chinese or Japanese and now we know that the American Indians also belong to that race.

Does this help you to see that RACE is not a simple thing. It does not refer to skin color alone.



How many of these facts do you know?

The Negroid race includes the tallest men in the world (the Watusi of the Upper Nile) and the shortest (the Pygmies of the Congo). Skin color within this race varies from black to light brown.

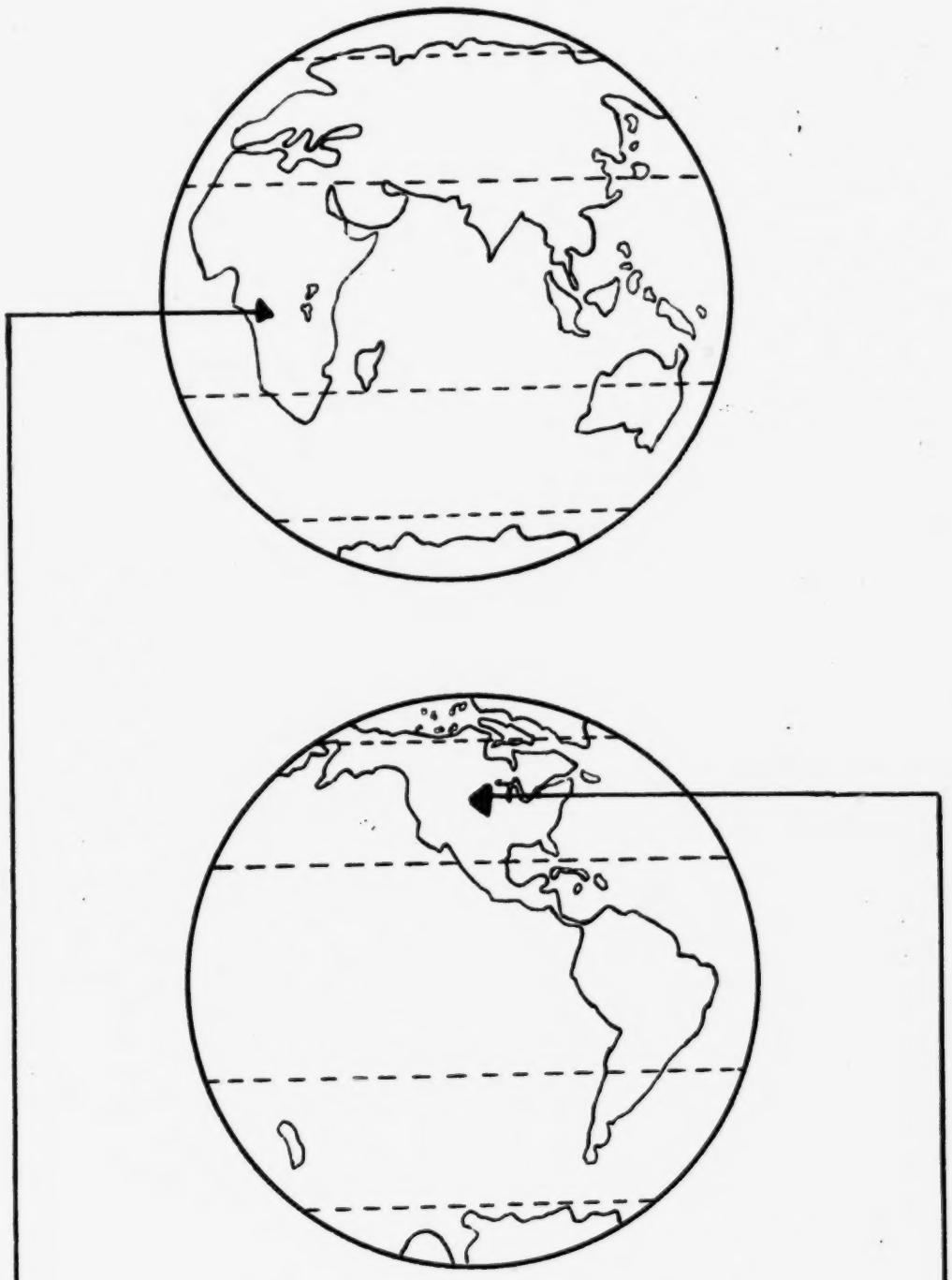


The Caucasoid race includes tall, blond, blue-eyed people and short, olive-skinned, brown-eyed people.

The Mongoloid race includes Chinese, Japanese, Filipinos, and the American Indian. Some of them have an upper eyelid that grows a little over the lower one in the corner by the nose. Indians do not fit well when we use a three-way system.

Since some people are so concerned with skin color we might wonder why there is any difference in skin color between races.

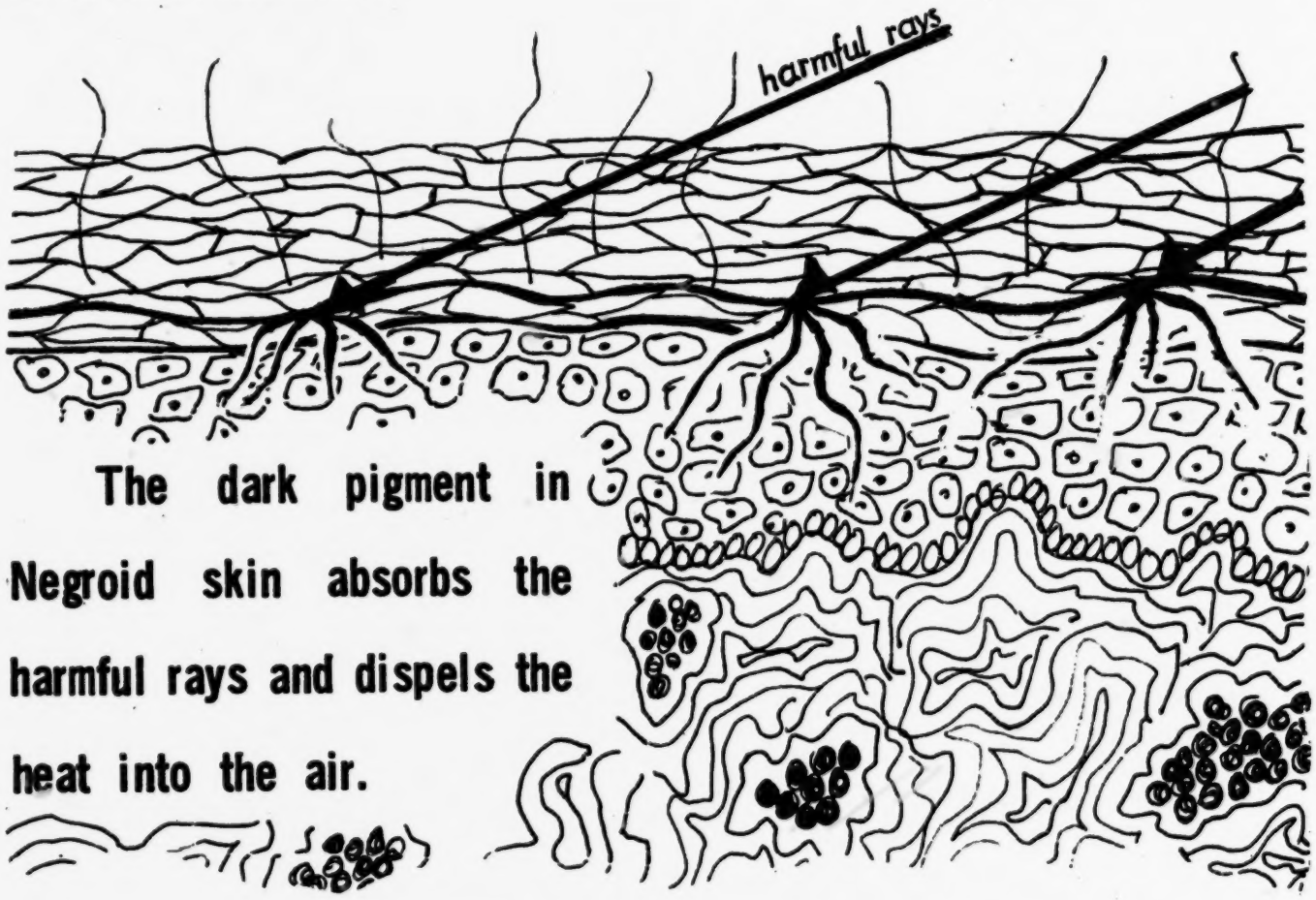
Racial differences developed in response to varied environments or climates.



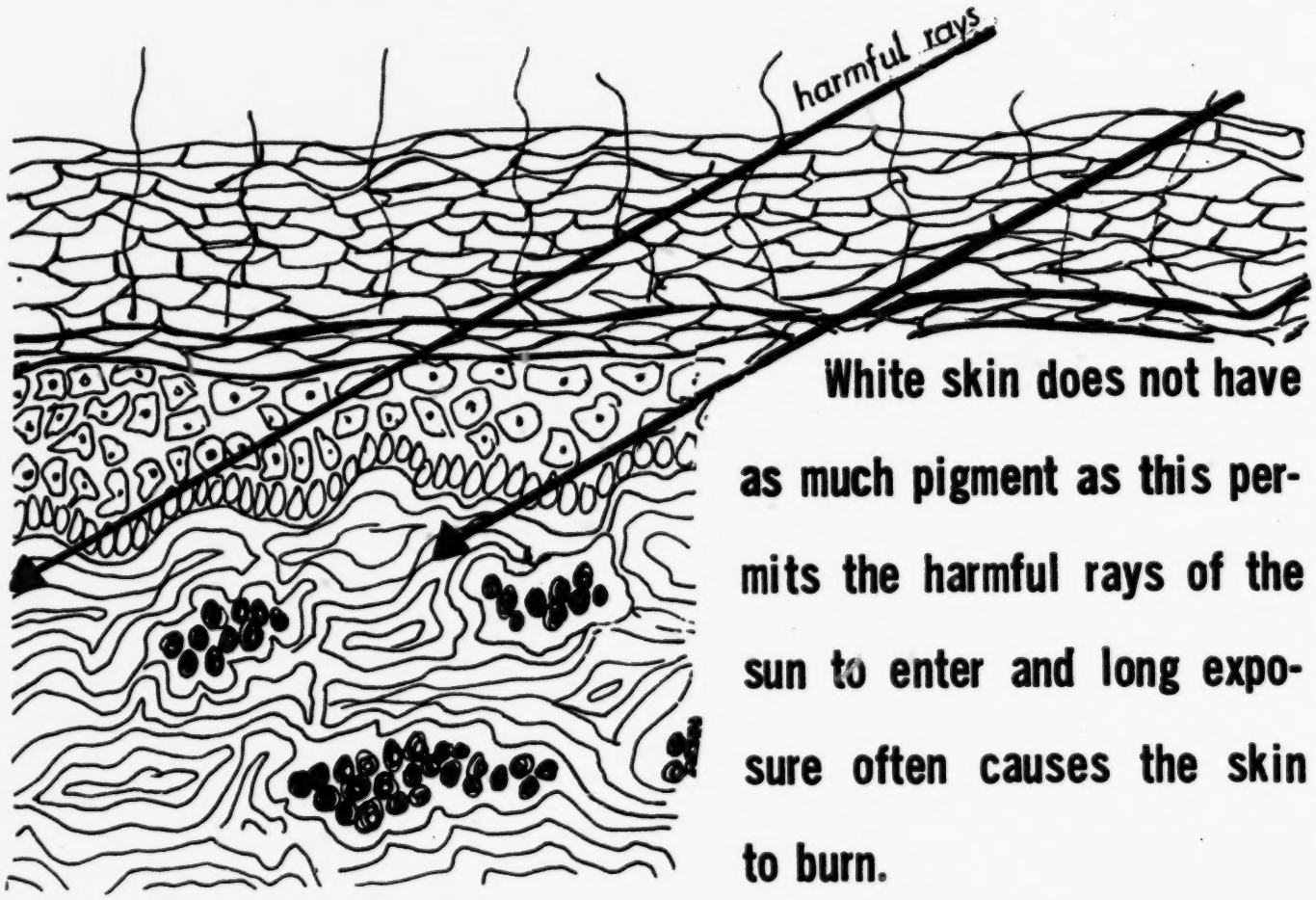
Dark skinned peoples are found in climates with intense sunlight the year round.

Light peoples are found mainly in temperate climates.

The amount of pigment in the skin determines the shade or color of the skin.




The dark pigment in Negroid skin absorbs the harmful rays and dispels the heat into the air.




White skin does not have as much pigment as this permits the harmful rays of the sun to enter and long exposure often causes the skin to burn.

The Eskimo is a member of the Mongoloid race. He is usually considered chubby. This is because he has a layer of fat that protects his body from heat loss.

Now do you understand that hundreds of years ago these racial characteristics were very important. Why? Because they helped man to live in different environments or climates.

Would these racial characteristics be as important today? No. Today man has learned to control the climate. Man has invented furnaces and air-conditioning. We have insulation to help us regulate the temperature in our homes. We have many kinds of clothing to protect us from the weather.

Anthropologists are scientists who study mankind and its development. They cannot agree about the number of races that live on earth. Some say that there are five. Some think we should talk about nine. Some say that there are really thirty or thirty-two.

They DO agree on these things:

There never has been such a thing as a pure race.

Races have been mixing with each other since races first began.

New races are forming today.

Today any race of man can live anywhere.

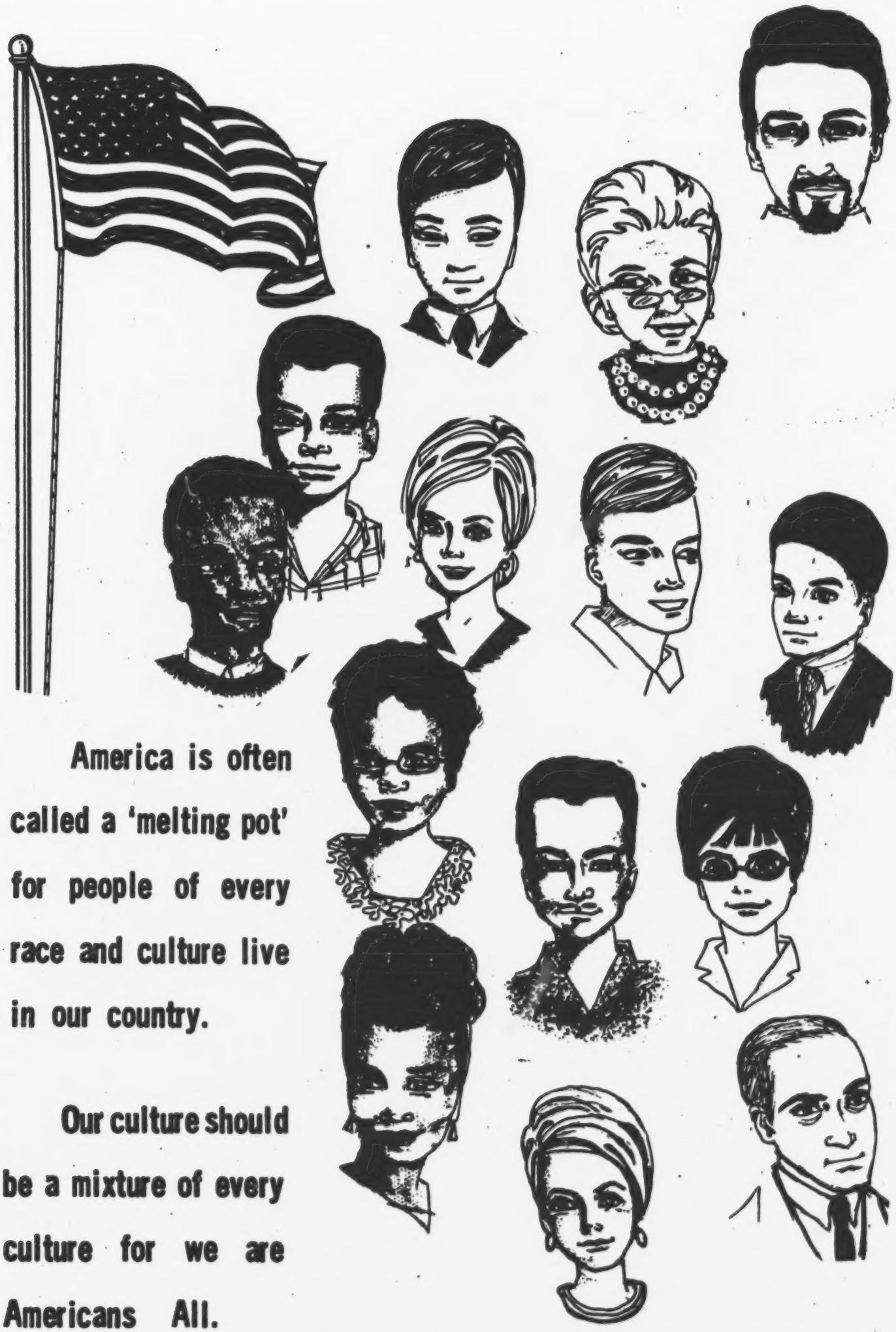
Any of the races can learn to enjoy and share any culture.

Anyone can learn to believe in any religion.

Anyone can learn to speak any language.

Anyone can learn to enjoy the taste of any food.

You live in a country and city where you have a chance to learn about other people, other ideas, and other customs. Which ones will you learn to enjoy and share?



America is often called a 'melting pot' for people of every race and culture live in our country.

Our culture should be a mixture of every culture for we are Americans All.

## BIBLIOGRAPHY OF STUDY PRINTS

### ALASKA

1. The People Who Live Farthest North
2. Eskimo Winter Homes and Clothing
3. The Blanket Toss
4. The Indians of Alaska

### GREAT AMERICANS ON LIBERTY

12 Study Prints

### NEGROES IN OUR HISTORY

24 Study Prints

## BIBLIOGRAPHY OF INTEGRATED STORY BOOKS


Arkin, David
BLACK AND WHITE. Ward Ritchie Press, Los Angeles. 1966

Bacmeister, Rhoda W.
THE PEOPLE DOWNSTAIRS AND OTHER CITY STORIES. Illustrated by Paul Galdone. Coward-McCann, Inc., New York. 1964

Beim, Jerrold
SWIMMING HOLE. Illustrated by Louis Darling. Wm. Morrow & Co., Inc., New York. 1951


## BIBLIOGRAPHY OF BIBLIOGRAPHIES


NAACP Education Department. Integrated School Books. New York, 1967.

## BIBLIOGRAPHY OF RECORDS

784
B
Record — Barouh and Cron, AMERICAN HISTORY IN BALLAD AND SONG

784
C
Record — Cowell, MUSIC OF THE WORLD'S PEOPLE

784.4
F
Record — FOLK SONGS OF THE OLD WORLD, Roger Wagner Chorale

813.08
S
Record — SCENES FROM AMERICAN NOVELS as read by John Randolph, Lonny Chapman, and Jean Barker

811.08
B
Record — Bontemps, Anna, ANTHOLOGY OF NEGRO POETRY FOR YOUNGER CHILDREN

325.26
H
Record — Hughes, Langston, GLORY OF NEGRO HISTORY

## BIBLIOGRAHY OF FILMSTRIPS

398.2
A
Fmstp. — AMERICAN LEGENDARY HEROES: Encyclopedia Britannica Films, Inc.

917.28
M
Fmstp. — MIDDLE AMERICA: Society for Visual Education, Inc.

918
S
Fmstp. — SOUTH AMERICA: Society for Visual Education, Inc.

920
F
Fmstp. — FAMOUS AMERICANS: The Jam Handy Organization
6 Filmstrips

920
L
Fmstp. — LEADING AMERICAN NEGROES: Society for Visual Education, Inc.
6 Filmstrips, 3 Records, and Teachers' Guide